



Wisconsin Department of Public Instruction

**ELIGIBILITY CHECKLIST**

**OTHER HEALTH IMPAIRMENT**

ELG-OHI-001 (Rev. 10-06)

**INSTRUCTIONS:** This form is provided to assist school district individualized education program (IEP) teams in determining if a student appropriately can be determined to have an impairment under Chapter 115, Wis. Stats., and the eligibility criteria established in PI 11.36, Wis. Admin. Code. The IEP team should complete this form to document determination of eligibility for special education services and keep attach to the IEP form.

*This form is provided for local use only.*

Student Name

Date of Eligibility Determination

Criteria for impairment in the area of other health impaired can be documented as follows:

**All questions *must be checked* Yes.**

☐ Yes ☐ No

**Does the student have a health problem?** (including, but not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes, or acquired brain injuries caused by internal occurrences or degenerative conditions)

NOTE: A prior diagnosis from a licensed physician is **not** required for the IEP team to consider OHI.

List the primary characteristics observed within the educational environment:

☐ Yes ☐ No

**Is the health problem chronic or acute?** Check ALL that apply.

\_\_\_ Chronic (long-standing, continuous over time, or recurring frequently)

Evidenced by:

\_\_\_ Acute (severe or intense)

Evidenced by:

☐ Yes ☐ No

**Does the student's health problem result in limited strength, vitality, or alertness?** Check ALL that apply.

\_\_\_ Limited strength (inability to perform typical or routine tasks at school)

Evidenced by:

\_\_\_ Limited vitality (inability to sustain effort or endure throughout an activity)

Evidenced by:

\_\_\_ Limited alertness (inability to manage and maintain attention, to organize or attend, to prioritize environmental stimuli, including a heightened alertness)

Evidenced by:

☐ Yes ☐ No

**Is the student's educational performance in one or more of the following areas adversely affected as a result?** *Check ALL that apply. Consider both academic and nonacademic skills and progress.*

\_\_\_ Pre-academic or academic achievement

\_\_\_ Behavior

\_\_\_ Communication

\_\_\_ Social/Emotional Functioning

\_\_\_ Other: \_\_\_\_\_

\_\_\_ Adaptive behavior

\_\_\_ Classroom performance

\_\_\_ Motor skills

\_\_\_ Vocational skills

Evidenced by:

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